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| **Word** | The grammatical difference between **plural** and **possessive** *–s*  Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*] |
| **Sentence** | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)  **Fronted adverbials** [for example, *Later that day*, *I heard the bad news.*] |
| **Text** | Use of paragraphs to organise ideas around a theme  Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition |
| **Punctuation** | Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, “Sit down!”*]  **Apostrophes** to mark **plural** possession [for example, *the girl’s name*, *the girls’ names*]  Use of commas after **fronted adverbials** |
| **Terminology for pupils** | determiner  pronoun, possessive pronoun  adverbial |